New York State
**EDUCATION DEPARTMENT**
Knowledge ❯ Skill ❯ Opportunity

# School Comprehensive Education Plan
## 2022-2023

| District | School Name | Grades Served |
|---|---|---|
| Beacon City School District | Rombout Middle School | 6-8 |

| Collaboratively Developed By: |
|---|
| **The Rombout Middle School SCEP Development Team:** <br> ● **Brian Soltish** <br> ● ● **Shannon Varekamp** <br> ● ● **Zak Joyce** <br> ● ● **Lori Edelman** <br> ● ● **Cathryn Biordi** <br> ● ● **Catie Oriani** <br> ● ● **Jenn LePere** <br> ● ● **Angie Winkelmann** |

- ● Phyllis Manson
- ● Dottie DiNobile
- ● Jeanette Lynch
- ● Lisa DeSimone

*And in partnership with the staff, students, and families of Rombout Middle School*

# Guidance for Teams

## Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

## Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document "How Learning Happens," particularly page 3. Then the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

## Resources for the Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP
- Developing Your SCEP -- Month by Month

- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

# COMMITMENT 1

## Our Commitment

| | |
|---|---|
| **What is one commitment we will promote for 2022-23?** | We commit to ensuring every student can see themselves reflected in the curriculum and learning materials that allow them to grow as readers, thinkers, problem-solvers, and communicators. |
| **Why are we making this commitment?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this commitment fit into the school's vision?*<br>● *Why did this emerge as something to commit to?*<br>● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br>● *What makes this the right commitment to pursue?*<br>● *How does this fit into other commitments and the school's long-term plans?* | ● It is critical to develop a common instructional approach that can live authentically in every class and involves all staff members.<br>● Focus groups revealed that students want reading and writing tasks to be purposeful and meaningful. Especially in non-ELA classes, reading and writing should be authentic to the task or objective.<br>● During the Equity Self Reflection, teachers emphasized the importance of making time for collaborative planning and self reflection.<br>● Organizing the building by departments has been good for collaboration and has included all relevant stakeholders, including special education teachers and literacy specialists. |

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Provide training to utilize new resources and materials | Modeling how to utilize the resources in individual classrooms. | Students will be exposed to materials in all classrooms that are more inclusive and representative of our student population which should result in increased student engagement | Time during PD day and regular day |
| Expand the discussions, people, and projects in all classes to reflect the diversity of our students | PDs and discussions of different resources to facilitate finding the new topics | Increased student engagement with regard to the new topics | Time during PD day and regular day Trainers from the district |
| Expand outside Eurocentric topics | PDs and discussions of different resources to facilitate finding the new topics | Students will be more engaged and therefore more likely to achieve proficiency | Research Money Individuals who will present ideas |
| Explore opportunities to bring more diverse individuals into our | Work with community to determine individuals/programs available and willing to present to school | Increased student happiness, engagement, sense of belonging | Money |

| | | | |
|---|---|---|---|
| schools  to enhance learning opportunities | Look at individual curriculums and identify outside speakers/learning opportunities to enhance the learning process | | |
| Develop relationships with local teaching Universities on this topic | -identify college/university contacts<br>-identify local non-profit organizations | Teachers will be aware of more strategies and materials that they can implement in their classrooms | Contact information<br>Specific ideas of what we are looking for |
| PDs for all faculty to further these discussions | Teachers will attend professional development on culturally relevant teaching<br><br>PLC's will be created | | Time |

# End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

## We believe these survey responses will give us good feedback about our progress with this commitment:

| | Survey Question(s) or Statement(s) | Desired response (e.g. % agree or strongly agree) |
|---|---|---|
| **Student Survey** | Adults in my school treat me fairly. | |
| **Staff Survey** | I have opportunities to collaborate with others in my work, | |
| **Family Survey** | I am proud to be a parent in Beacon | |

## We believe having the following occur will give us good feedback about our progress with this commitment:

| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
|---|
| <ul><li>The median percent progress toward typical annual growth will be 80% or higher on the i-Ready Reading and Math Assessment at the end of the 2022-23 school year.</li><li>Increase the number of core and supplemental texts used in all classes that highlight a diversity of races, religions, gender identities, and sexual orientations</li><li>Provide training for teachers to ensure all classrooms are able to authentically integrate reading, thinking, problem-solving, and communications skills</li><li>During classroom walkthroughs, observers consistently see examples of active and engaged classrooms. For example student choice, student voice, making connections, and solving problems</li></ul> |

# COMMITMENT 2

## Our Commitment

| | |
|---|---|
| **What is one commitment we will promote for 2022-23?** | We commit to ensuring that every child has strong, trusting relationships with adults and peers, and that these relationships drive our efforts to utilize restorative practices. |
| **Why are we making this commitment?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this commitment fit into the school's vision?*<br>● *Why did this emerge as something to commit to?*<br>● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*<br>● *What makes this the right commitment to pursue?*<br>● *How does this fit into other commitments and the school's long-term plans?* | ● Rombout wants every student to have an exceptional middle school experience, and this begins with students feeling cared for, supported and uplifted by their community, especially when they make a mistake.<br>● Students shared in focus groups how much they appreciate it when teachers make an effort to build a relationship, to learn more about their students as individuals. A common theme was how important a strong, trusting relationship is for students who may not immediately connect with their teachers and seem disengaged in class.<br>● During the Equity Self Reflection, teachers shared that restorative justice is an area of growth and potential. Many teachers see this as the right direction to move towards, and the problems with exclusionary discipline practices. They also want to ensure they have the training, buy-in, and time to do this right, along with a coordinated direction across the school. |

## Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Staff Training + Practice | Administrators, teachers, and support staff will receive introductory training in the NYS Culturally Responsive Sustaining Education framework and SEL.<br><br>Staff will also be given opportunities for various professional learning workshops through our partnership with DCBOCES Center for Equity. Ex. Grading for Equity, Responsive Classroom.<br><br>SEL practices will be incorporated in classroom lessons. | Student focus groups Reduction in student referral. | Funding will be used to cover the costs of after-school training, and substitute teachers. |
| Normalize Circles | Professional learning for staff. | Reduction in student referrals and suspension. | Substitute teachers to cover teachers attending training. |
| Create a homeroom period | Give students and teachers a place for real relationships to be established | Student and teacher surveys should indicate stronger relationships | scheduling |

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

### We believe these survey responses will give us good feedback about our progress with this commitment:

| | Survey Question(s) or Statement(s) | Desired response (e.g. % agree or strongly agree) |
|---|---|---|
| **Student Survey** | I have a connection to one or more adults in Rombout who I feel I can go to if I have an issue. | |
| **Staff Survey** | I feel that I have meaningful connections with most of my students. | |
| **Family Survey** | My child has trusted adult(s) at Rombout who they can go to if they have an issue. | |

### We believe having the following occur will give us good feedback about our progress with this commitment:

| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
|---|
| <ul><li>A 3% increase in attendance from SY 2021-22</li><li>5% decrease in SRA from SY 2021-22</li><li>We have a formalized structure to identify and respond to students whose ABCs (Attendance, Behavior, & Performance) are impacting their success.</li><li>Hold quarterly student focus groups to determine if students feel they are treated fairly, have an adult they can turn to for support, and feel safe and protected while in school.</li><li>Reexamine Rombout's philosophy around SRA.</li></ul> |

# Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:
http://www.nysed.gov/accountability/evidence-based-interventions

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence-Based Strategies** located at:
http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

## ☒ State-Supported Evidence-Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

| | |
|---|---|
| **Evidence-Based Intervention Strategy Identified** | Professional Learning Communities |
| **We envision that this Evidence-Based Intervention will support the following commitment(s) as follows** | Commitment 1: Professional Learning Communities will allow the staff to explore ways to ensure that all subjects reflect the abilities and needs of our diverse population (abilities, race, gender, religion, and needs). |

| | |
|---|---|
| **Evidence-Based Intervention Strategy Identified** | Restorative Justice |

| | |
|---|---|
| **We envision that this Evidence-Based Intervention will support the following commitment(s) as follows** | Commitment 2: Restorative Justice aligns to our district philosophy of enabling Rombout Citizens to have open, safe, trusting, and supportive communication. Enabling our community to resolve conflicts together in a safe environment and productive manner and fostering students' abilities to advocate for themselves, communicate through conflict, and practice appropriate interpersonal problem-solving skills. |

## ☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

| | |
|---|---|
| **Evidence-Based Intervention Strategy Identified** | |
| **We envision that this Evidence-Based Intervention will support the following commitment(s) as follows** | |

### Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
    - ☐ Rating: Meets WWC Standards Without Reservations
    - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
    - ☐ Rating: Top Tier
    - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
    - ☐ Rating: Model Plus
    - ☐ Rating: Model
    - ☐ Rating: Promising

# ☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

| | |
|---|---|
| **Evidence-Based Intervention Strategy Identified** | |
| **We envision that this Evidence-Based Intervention will support the following commitment(s) as follows** | |
| **Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology** | |

# Our Team's Process

## Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf  This section outlines how we worked together to develop our plan.

## Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

| Name | Role |
| --- | --- |
| Brian Soltish | Principal |
| Shannon Varekamp | Teacher |
| Zak Joyce | Teacher |
| Lori Edelman | Assistant Principal |
| Cathryn Biordi | Assistant Principal |
| Catie Oriani | Teacher |
| Angie Winkelmann | Teacher |
| Phyllis Manson | Guidance Counselor |
| Monica Paredes | Teacher |
| Jeanette Lynch | Teacher |
| Lisa DeSimone | Guidance Counselor |
| Jenn LePere | Teacher |
| Dottie DiNobile | Parent |

## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the" Leveraging Resources" document

## Meeting Dates

We completed the steps above across multiple meetings.  Below is a list of dates we met as a team and what occurred during those meetings.

| Meeting Date | Interviewing Students | Completing the Equity Self-Reflection for Identified Schools | Reviewing Multiple Sources of Data and Feedback | Clarifying Priorities and Considering How They Connect to School Values | Writing the Plan | Completing the" Leveraging Resources" document |
|---|---|---|---|---|---|---|
| 2021/2022 school year | X | | X | | | |
| July 28, 2022 | | X | | | X | X |

# Learning As A Team

## Directions

After completing the previous sections, the team should complete the reflective prompts below.

## Student Interviews

**Describe how the Student Interview process informed the team's plan**

Three indicators emerged from student focus groups. The first is around relationships. Student focus groups indicated that students generally enjoy the middle school experience, but that they would like to have improved relationships with the adults in the building. This is particularly helpful for students who may not immediately connect with their teachers and seem disengaged in class.

The second is around assignments. Students would like their assignments to be more authentic and real world related. Students really enjoy working with one another, whether it's in class or on sports teams. More opportunities for meaningful collaboration and discussions about current events would be helpful.

The third is based on more engaging, hands-on lessons. They really enjoy these types of activities and feel that they learn more when they are able to demonstrate their learning through multiple modalities.

The first theme, around relationships, is directly tied to our second commitment, of ensuring that every child has strong, trusting relationships with adults and peers, and that these relationships drive our efforts to utilize the restorative practices. The second and third themes, around authenticity and engagement, live in our first commitment that focuses on ensuring every student receives the support that is most meaningful to them in order to grow as students and individuals.

## Equity Self-Reflection

**Describe how the Equity Self-Reflection informed the team's plan**

Three themes emerged from the Equity Self-Reflection that teachers took. The first is that restorative justice and SEL are areas of potential, but that teachers need to have the training, buy-in, and time to do this right. The second is the need to have diverse and inclusive representation through instructional materials in class. Teachers want students to have more opportunities to highlight their cultures, communities, and identities in school and in their work and teachers understand this, but they need training to be able to do

this effectively. The last is around departmentalization and recognizing that it has created more collaboration opportunities for most staff members, but not all staff members, particularly special education teachers.

The first theme shows up in the school's commitment to developing strong relationships that allow restorative practices and SEL to take root. The second and third themes are addressed in our commitment to building a culturally responsive and sustaining literacy program in all subject areas.

# Submission Assurances, Instructions and Next Steps

## Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. ☐ The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ☐ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☐ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

## Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.